

A Mediation Analysis of Job Satisfaction of Private Secondary School Teachers in Relation to Workload and Supportive Environment in Dhanbad

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ABSTRACT

In the field of education measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction of teachers particularly at the secondary level is very vital. The methodology is survey type and 300 secondary level school teachers from Dhanbad district were selected for the study. This suggests that a supportive environment can serve as a buffer or mitigating factor against the potential negative impact of workload on job satisfaction. When teachers feel supported, valued, and have access to resources, it can help them cope with the demands of their workload and enhance their overall job satisfaction.

KEYWORDS: *Job Satisfaction, Workload, Supportive Environment, Secondary Teachers, Dhanbad*

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1. INTRODUCTION

Job satisfaction has always been a flashpoint of discussion among researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organization. The education system has also been changed into an organization. In the field of education measuring the job satisfaction of teachers has become a prime focus of attention for researchers to make it a dynamic and efficient one. The job satisfaction of teachers particularly at the secondary level is very vital. The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of secondary education which is the central stage of the whole pyramid of the education system in the world. A better performance from a teacher can only be

expected if they are satisfied with their jobs. Teachers would perform to maximum capacity, only if they are satisfied with their jobs. So, job satisfaction is an important phenomenon in every sector, especially in the teaching profession. Particularly, a satisfied teacher with his or her career may influence the stability and quality of instruction specified to students as a result they feel more engaged and improve their job performance. In private school are structured with high workload and each and every minute there performance are analysed. Workload is an independent variable that can impact job satisfaction. Higher workloads may potentially lead to lower job satisfaction if they are perceived as excessive or overwhelming. Therefore the present investigation focuses on the A Mediation Analysis of Job Satisfaction of Private Secondary School Teachers In Relation To Workload and Supportive Environment in Dhanbad.

1.1. Conceptual Framework of the Study

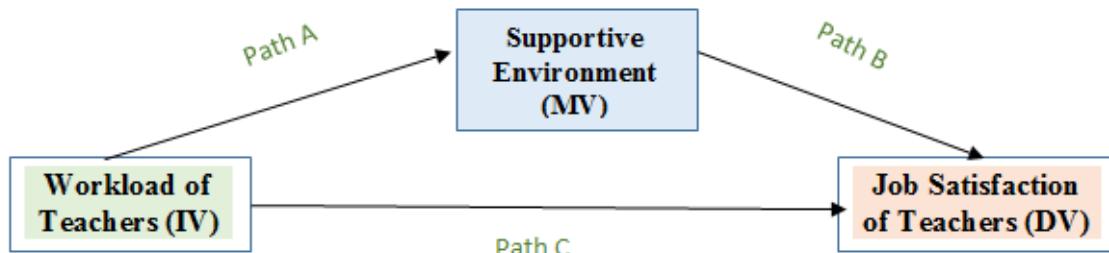


Figure 1.1: Showing Conceptual Framework of the Study

Source: Made by Investigator

The workload in a private secondary school is excessive or overwhelming, it can negatively impact job satisfaction. High work demands, long working hours, and limited resources may lead to increased stress and reduced job satisfaction among teachers. On the other hand, if private schools provide adequate support, resources, and a positive working environment, it can help mitigate the negative effects of workload and enhance job satisfaction. Supportive measures may include manageable class sizes, professional development opportunities, effective communication, collaboration among staff, and a supportive leadership team.

1.2. Statement of the Problem

The present study entitled as “**A Mediation Analysis of Job Satisfaction Of Private Secondary School Teachers In Relation To Workload and Supportive Environment In Dhanbad.**”

1.3. Objectives of the Study

The objectives of the study were delineated below:

1. To determine the impact of secondary school teacher's workload on school's supportive environment (Path A).
2. To assess combined effect of supportive school environment and workload of teachers on job satisfaction of secondary school teachers (Path B).
3. To measure the significant outcome of workload on job satisfaction of secondary school teachers (Path C).
4. To find out the significant effects of supportive environment on job satisfaction and workload of teachers at secondary level.

1.4. Hypothesis of The Study

H01: There is no significant impact of secondary school teacher's workload on school's supportive environment (Path A).

H02: There is no significant combined effect of supportive school environment and workload of teachers on job satisfaction of secondary school teachers (Path B).

H03: There is no significant outcome of workload on job satisfaction of secondary school teachers (Path C).

H04: There is no significant effects of supportive environment on job satisfaction and workload of teachers at secondary level.

2. Review of Related Literature

- **Zang, N., Cao, H., Zhou, N., Jiang, L., & Li, B. (2022).** Job load, job stress, and job exhaustion among Chinese junior middle school teachers: Job satisfaction as a mediator and teacher's role as a moderator. *Social Psychology of Education*, 25(5), 1003-1030. This study examined the association between job demand and exhaustion, and tested the mediating role of job satisfaction and the moderating role of teachers' role (i.e., homeroom versus subject) in this association. Reducing teachers' work load associated with long working hours and promoting teachers' job satisfaction may be effective ways to relieve and prevent job exhaustion, especially for Chinese subject teachers.
- **Jermitsiparsert, K., Petchchedchoo, P., Kumsuprom, S., & Panmanee, P. (2021).** THE IMPACT OF THE WORKLOAD ON THE JOB SATISFACTION: DOES THE JOB STRESS MATTER? *Academy of Strategic Management Journal*, 20, 1-13. It can be concluded that interruption and time pressure are directly related to job satisfaction. The results obtained from hypothesis testing show that job satisfaction is positively related to interruptions and time pressure, in context to public university's lecturers in Indonesia. Basically, job stress lays the foundation for major problems in personal as well as professional lives of individuals. Higher stress levels influence the decision-making ability of an individual which often results in making unwise or incorrect decisions. Such ill-considered decisions and choices of individuals may also

result in certain negative consequences such as, it may affect the productivity of group and consequently increase organizational costs.

- **Klassen, R. M., & Chiu, M. M. (2010).** Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of educational Psychology, 102*(3), 741. The authors of this study sought to examine the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers using factor analysis, item response modeling, systems of equations, and a structural equation model. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. Teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction.
- **De Cuyper, N., & De Witte, H. (2006).** Autonomy and workload among temporary workers: Their effects on job satisfaction, organizational commitment, life satisfaction, and self-rated performance. *International Journal of Stress Management, 13*(4), 441. This study investigates the role of autonomy and workload in explaining responses of temporary employees (N=189) compared with permanent employees (N=371) on job satisfaction, organizational commitment, life satisfaction, and performance. Results based on regression analyses suggest that the effects of contract type are not mediated by autonomy or by workload. Rather, this study partially supports hypotheses on the differential reactions of temporaries and permanents to autonomy or workload; autonomy was not predictive for temporaries' job satisfaction and organizational commitment, and workload was not predictive for temporaries' life satisfaction, whereas they were predictive for permanents' responses.

2.1. Research Gap

On the basis of the review of related literature the researcher concludes that very few studies have been conducted in this field especially with reference to the Job Satisfaction on Secondary Teachers on the Work Load and Job Performance. However, it is quite important and timely to take up such an in-depth study, which will help society. This urged the investigator to attempt an objective study on the Job Satisfaction on Secondary Teachers on the Work Load and Job Performance Justification of the study was derived from the dearth of research in the area and inconsistency in the results. Hypotheses of the present study were also formulated on the basis of evidences drawn from the review of literature.

3. Methodology of the Study

According to Kerlinger (1973), research design consists of structure of research and techniques of conducting research. The design of the study is Survey type. It is a consistent and systematic plan prepared for directing a research study. It specifies the objectives of the study and techniques were adopted to achieve the stated objectives.

3.1. Area of Study

The study was conducted in the different areas of Dhanbad districts consisted of the area of study.

3.2. Target Population

The total percentage of secondary level school teachers of Dhanbad districts dwelling in different areas of Dhanbad.

3.3. Method of Data Collection

The study made use of both primary and secondary data.

Primary data were collected by applying the self-made tools on job satisfaction, workload and supportive environment and responses were collected from the respondents through interview. It refers to that data which is collected for a specific purpose from the field and are original in nature.

Secondary data were collected through various web sources and expert opinion, various textbooks, websites, journals, dissertations, etc.

3.4. Study of Variables

- Dependent variable-Job Satisfaction.
- Independent variables- Workload of Secondary Teachers
- Mediating Variable- The Supportive Environment.

3.5. Sample of the Study

To estimate the sample size Krejcie and Morgan table were used. For the given population of 1400, the collected sample were 300. To determine the sample size investigator used the Morgan's Table with 5% error of margin at 95% confidence level (Morgan, 1970) to justify the authenticity of selected sample size.

3.6. Sampling Technique

Investigator used purposive sampling techniques for data collection. Data, collected from primary sources, has been compiled from Quantitative analysis. This technique is based on three criteria, which are delineated below:

- Firstly, the respondents must belong from the secondary level teachers.
- Secondly, the respondents must be from Dhanbad district.

3.7. Tools used for study

- Self-made questionnaire on the job satisfaction
- Work load questionnaire developed by the researcher.
- Supportive environment questionnaire developed by the researcher.

4. Analysis and Interpretation

For analysis, data were scientifically interpreted.

4.1. Pertaining to Hypothesis 1

H01: There is no significant impact of secondary school teacher's workload on school's supportive environment (Path A).

To verify the hypothesis 1, mediation analysis was used by the investigator and the result given below:

Table 4.1: Showing the Impact of Secondary School Teacher's Workload on School's Supportive Environment through Mediation Analysis

Model Summary	Outcome Variable	R	R ²	F	Df1	Df2	Result
		.6908	.4772	272.0036	1	298	.000
	Model Constant	Coefficient	t-Value	P value	LLCI	ULCI	
		5.9730	7.2343	.000	4.3482	7.5978	
		.7724	16.4925	.000	.6802	.8646	

The table 4.1 showed the mediation analysis result for path 1 i.e., the impact of independent variable (Workload of teachers) on mediating variable (Supportive Environment). In mediation analysis, the outcome variable's statistical values provide information about the relationship between the mediator and the outcome variable. Thus the R = 0.6908: This represents the correlation coefficient (Pearson's r) between the supportive environment and the workload of teachers. It indicates a strong positive correlation between the two variables. The R-square value of 0.4772 indicates that approximately 47.72% of the variance in the supportive environment for teachers can be explained by the constant workload of teachers. In this case, approximately 47.72% of the variance in the outcome variable can be accounted for by the mediator. Df1 = 1: This refers to the degrees of freedom associated with the numerator of the F-statistic in the analysis. In this case, there is one degree of freedom for the mediator variable. Df2 = 298: This represents the degrees of freedom associated with the denominator of the F-statistic. It reflects the sample size or the number of observations in the analysis. In this case, there are 298 degrees of freedom. P = 0.000: This is the p-value associated with the F-statistic, indicating the statistical significance of the relationship between the workload and supportive environment of teachers at secondary level. A p-value of 0.000 means that the relationship is statistically significant, suggesting that the association between the workload and supportive environment is unlikely to have occurred by chance. Overall, these statistics suggest a strong positive relationship between the workload and supportive environment with a substantial proportion of the supportive environment variance being explained by the workload of teachers.

In mediation analysis, the model for the mediator variable "supportive environment for teachers" in relation to the predictor variable "constant workload of teachers" provides information about the relationship between these variables. Coefficient = 0.7724: This represents the estimated regression coefficient for the relationship between the constant workload of teachers and the supportive environment for teachers. It indicates the strength and direction of the relationship between these variables. If the variables are measured on the same scale, a coefficient of 0.7724 suggests that for every unit change in the constant workload of teachers, there is a corresponding increase of approximately 0.7724 units in the supportive environment for teachers. In this case, the coefficient is positive, suggesting a positive impact of constant workload on supportive environment. The t-value = 16.4925: This was the t-value associated with the coefficient, which measures the statistical significance

of the relationship. A higher absolute t-value indicates stronger evidence against the null hypothesis of no relationship. Here, the t-value was large, indicating a highly significant relationship between constant workload and supportive environment. LLCI (Lower Limit of Confidence Interval) = 4.3482 and 0.6802: These values represent the lower boundaries of the confidence interval for the coefficient. The confidence interval provides a range of values within which the true population coefficient is likely to lie with a certain level of confidence. In this case, the lower limits are 4.3482 and 0.6802 for the respective variables. ULCI (Upper Limit of Confidence Interval) = 7.5978 and 0.8646: These values represent the upper boundaries of the confidence interval for the coefficient. Similar to the LLCI, the ULCI provides a range of plausible values for the population coefficient. In this case, the upper limits are 7.5978 and 0.8646. The p-value = 0.000: This is the p-value associated with the coefficient, indicating the statistical significance of the relationship between constant workload and supportive environment. A p-value of 0.000 means that the relationship is highly significant, suggesting that the association between the constant workload of teachers and the supportive environment for teachers is highly unlikely to have occurred by chance.

In summary, these statistics suggest a strong and highly significant positive impact of constant workload of teachers on the supportive environment for teachers. Based on these statistics, it is concluded that there is a positive and significant impact of the constant workload of teachers on the supportive environment for teachers. A higher constant workload is associated with a higher level of support in the environment for teachers. Thus the null hypothesis get rejected for Path A.

4.2. Pertaining to Hypothesis 2

H02: There is no significant combined effect of supportive school environment and workload of teachers on job satisfaction of secondary school teachers (Path B).

To verify the hypothesis 2, mediation analysis was used by the investigator and the result given below:

Table 4.2: Showing the Effect of Supportive School Environment on Job Satisfaction of Secondary School Teachers through Mediation Analysis

Model Summary	Outcome Variable	R	R ²	F	Df1	Df2	Result
		.9954	.9908	16006.31	1	298	.000
Model Constant Workload Supportive Environment	Coefficient	t-Value	P value	LLCI	ULCI		
	.3169	4.0918	.000	.1645	.4694		
	.0192	3.4204	.000	.0081	.0302		
	.6364	126.98	.000	.6266	.6463		

The table 4.2 showed the mediation analysis result for path 2 i.e., the impact of mediating variable (Supportive Environment) on dependent variable (Job Satisfaction). In mediation analysis, the outcome variable's statistical values provide information about the relationship between the mediator and the dependent variable. R = 0.9954: This represents the correlation coefficient, indicating a strong positive relationship between the independent variable (Supportive Environment) and the dependent variable (Job Satisfaction). R-square = 0.9908: This value represents the coefficient of determination, indicating that 99.08% of the variance in Job Satisfaction can be explained by the variance in the Supportive Environment. This suggests a highly significant relationship between the two variables. F = 16006.31, Df1 = 1, Df2 = 298, P = 0.000. The F-value represents the ratio of the explained variance to the unexplained variance. In this case, the high F-value indicates a significant relationship between the independent and dependent variables. The degrees of freedom (Df1 and Df2) refer to the number of independent observations used in the analysis. Finally, the p-value (P) of 0.000 suggests that the relationship observed is highly significant. Again if there is any change of 1 unit in supportive environment then it will bring change effect on job satisfaction of .6364 unit and it is significant. Again if there is any 1 unit of change in workload of teachers then it will bring change effect on job satisfaction of .0192 unit and it is significant. In this case, the beta value of 0.0192 for "Workload" suggests a small positive effect on "Job Satisfaction." This indicates that an increase in "Workload" is associated with a slight increase in "Job Satisfaction." On the other hand, the beta value of 0.6364 for "Supportive Environment" indicates a larger positive effect on "Job Satisfaction." This suggests that a higher level of "Supportive Environment" has a stronger positive impact on "Job Satisfaction." The effect of mediation variable on independent and dependent variable were partial as the beta value have reduced by .7602 and it is significant. The high values of R = 0.9954 and R-Square = 0.9908 indicate a strong correlation and a high proportion of variance in "Job Satisfaction" being explained by the combined effects of "Workload" and "Supportive Environment."

4.3. Pertaining to Hypothesis 3

Ho3: There is no significant outcome of workload on job satisfaction of secondary school teachers (Path C).

To verify the hypothesis 3, mediation analysis was used by the investigator and the result given below:

Table 4.3: Showing the Impact of Secondary School Teacher's Workload on Job Satisfaction Through Mediation Analysis

Model Summary	Outcome Variable	R	R ²	F	Df1	Df2	Result
		.7012	.4917	288.3186	1	298	.000
	Model Constant	Coefficient	t-Value	P value	LLCI	ULCI	
		4.1184	7.766	.000	3.074	5.162	
		.5108	16.979	.000	.4516	.5700	

The table 4.3, showed the mediation analysis result for path 3 i.e., the impact of independent variable (Workload of teachers) on dependent variable (Job Satisfaction). In mediation analysis, the outcome variable's statistical values provide information about the relationship between the mediator and the outcome variable. The R-squared value of 0.4917 indicates that approximately 49.17% of the variance in the supportive environment can be explained by the workload of teachers. This suggests that the workload of teachers is a significant predictor of the supportive environment, but there may be other factors contributing to the remaining variance. The F-value of 288.3186 and the associated p-value of 0.000 indicate that the overall regression model is statistically significant. This means that the relationship between the workload of teachers and the supportive environment is not likely to have occurred by chance. The beta coefficient (β) of 0.5108 indicates a positive relationship between the workload of teachers and the supportive environment. The t-value of 16.979 suggests that the effect of workload on the supportive environment is statistically significant at the individual variable level. This suggests that as the workload of teachers increases, the supportive environment tends to increase as well. There is a statistically significant positive effect of the workload of teachers on the supportive environment.

4.4. Pertaining to Hypothesis 4

Ho4: There is no significant effects of supportive environment on job satisfaction and workload of teachers at secondary level.

To verify the hypothesis 4, mediation analysis was used by the investigator and the effect results were given below:

Table 4.4: Showing the Total effect of X on Y

Total Effect	SE	t-value	P value	LLCI	ULCI
.5108	.0301	16.97	.000	.4516	.5700

The table no. 4.4 display the total effect of IV Effect on DV, IV effect through MV to DV, i.e., workload of teachers on job satisfaction and the effect of workload through supportive environment which is of .5108. This suggests that there is a direct effect of the workload of teachers on job satisfaction. The standard error (SE) of 0.301 represents the precision or uncertainty associated with the effect estimate. A lower SE indicates a more precise estimate. The t-value of 16.97 indicates the significance of the effect estimate. A high t-value suggests that the effect of workload on job satisfaction is statistically significant. The LLCI (lower limit of the confidence interval) of 0.4516 and ULCI (upper limit of the confidence interval) of 0.5700 represent the range within which the true effect is likely to fall with a certain level of confidence (usually 95% confidence interval). In summary, based on the provided information, the effect of workload of teachers on job satisfaction is statistically significant and positive, with an effect estimate of 0.5108. This indicates that an increase in workload tends to be associated with higher levels of job satisfaction.

Table 4.5: Showing the Direct effect of X on Y

Direct Effect	SE	t-value	P value	LLCI	ULCI
.0192	.0056	3.420	.000	.0081	.0302

The table no. 4.5 display the direct effect of IV Effect on DV, i.e., workload of teachers on job satisfaction which is of .0192. This suggests that there is a direct effect of the workload of teachers on job satisfaction. The standard error (SE) of 0.0056 represents the precision or uncertainty associated with the direct effect estimate. A lower SE indicates a more precise estimate. The t-value of 3.420 suggests that the direct effect is statistically significant. A higher t-value indicates a greater level of confidence in the effect estimate. The LLCI (lower limit of the confidence interval) of 0.0081 and ULCI (upper limit of the confidence interval) of 0.0302 represent the range within which the true direct effect is likely to fall with a certain level of confidence (usually 95%

confidence interval). The p-value of 0.000 indicates that the direct effect of workload on job satisfaction is statistically significant. A p-value of less than 0.05 is often considered statistically significant. In summary, based on the provided information, there is a statistically significant and positive direct effect of the workload of teachers on job satisfaction, with an effect estimate of 0.0192.

Table 4.6: Showing the Indirect effect(s) of X on Y

Indirect Effect	SE	Result	Boot LLCI	Boot ULCI
.4916	.0336	.000	.4224	.5526

The table no. 4.6 display the indirect effect of IV Effect on DV, i.e., workload of teachers on job satisfaction. The mediation analysis suggests that the indirect effect of the independent variable (workload of teachers) on the dependent variable (job satisfaction) through the mediating variable (supportive environment) is estimated to be 0.4916. The standard error (SE) of 0.0336 represents the precision or uncertainty associated with the indirect effect estimate. A lower SE indicates a more precise estimate. The bootstrapped lower limit of the confidence interval (Boot LLCI) is 0.4224, and the bootstrapped upper limit of the confidence interval (Boot ULCI) is 0.5526. These values represent the range within which the true indirect effect is likely to fall with a certain level of confidence (usually 95% confidence interval), based on bootstrapping. In summary, based on the provided information, the mediation analysis suggests a statistically significant and positive indirect effect of the workload of teachers on job satisfaction through the mediating variable of supportive environment. The indirect effect estimate is 0.4916, with a precision of 0.0336, and the 95% bootstrapped confidence interval ranges from 0.4224 to 0.5526.

5. Conclusion

Thus the mediating variable supportive environment significantly mediate between workload and job satisfaction. Private schools often have unique characteristics such as smaller class sizes, higher expectations, and additional responsibilities for teachers, which can contribute to increased workload compared to public schools. Teachers in private schools may have to handle various tasks, including lesson planning, grading, extracurricular activities, and additional administrative duties. The private schools provide adequate support, resources, and a positive working environment, it can help mitigate the negative effects of workload and enhance job satisfaction. Supportive measures may include manageable class sizes, professional development opportunities, effective communication, collaboration among staff, and a supportive leadership team. There workload effects the job satisfaction with increased supportive environment in secondary school. This implies that as the workload of teachers increases, it leads to an increase in job satisfaction through the mediating influence of a supportive environment. In other words, when there is a higher level of supportive environment in the secondary school, the negative impact of workload on job satisfaction is mitigated to some extent. These findings highlight the importance of creating and maintaining a supportive environment in secondary schools, as it can help buffer the negative effects of workload on job satisfaction among teachers.

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